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ABSTRACT

One hundred and five teacher trainees participated in different types of student teaching. The Teacher Perception Q Sort was used to evaluate changes in perception. Five factors were measured: a) self revealing/self concealing, b) learner/teacher centeredness, c) broad/narrow view of teaching, d) process/facts oriented, e) freeing/controlling attitudes. A factorial ANOVA was performed on data from changes on factors a and e becoming more concealing and controlling, with significant differences between team teaching and more traditional approaches. Results support calls for new experimental teacher professional education programs. (Authors)

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Attitude Changes in Student Teachers as a Function of Type of Student Teaching Experience

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Introduction

Innovations in teacher education programs have received increasing attention in recent years. Proposals for broad change in direction, curricula, and outcomes have been suggested. Combs (1965) and Rogers (1969) have made proposals for reform that have been generally well received by educators. Studies reported by Dandes (1966) and Garvey (1970) provide examples of testing out some of these proposals for change in our schools of education. Their findings and others (Sprinthall, Whiteley, and Mosher, 1966) buttress the call for continued investigation of the various recently developed and theoretically sound approaches to teacher education.

In current teacher education practices student teaching has continued to be viewed as the capstone of professional preparation (Combs, 1965, p. 114-115). Recently, however, some investigators have conducted research which casts doubt on the adequacy of current typical student teaching programs. (MacDonald and Zaret, 1971).

Several previous studies have shown some indication that over the course of the traditional teacher education sequence and particularly following the student teaching experience". . . the teachers became less concerned with pupil freedom and more concerned with establishing a stable, orderly classroom . . . [This] change was accompanied by a decline in the tendency to attribute pupil misbehavior to the teacher or the school." (Gage, 1963, pp. 750-751.) These findings support the charges of those critics of tradi-

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tional programs who have called for an integrated professional course (Combs, 1965) rather than our present compartmentalized approach to teacher preparation.

Problem

In light of these findings and the new approaches called for as cited above, the authors of the present study sought to examine various patterns of student teaching and to attempt to assess the change in attitudes attendant to undertaking student teaching in its various current forms. It was reasoned that among the traditional forms there might be considerable variation in attitudes of student teachers. Further, it was held that variations as well as communalities discovered would provide data worthy of consideration in making transitions from current practices to new experimental programs.

Specifically, this study was an attempt to examine certain perceptions held by student teachers before and following their student teaching experience in an effort to determine (a) whether changes in perceptions of self, students, or teaching role did occur, (b) what kinds of perceptual changes took place, and (c) did certain patterns of student teaching relate to particular perceptual changes.

Method

Four groups of senior education majors were selected at random from colleges having three different types of student teaching experience typical of various approaches to curriculum in schools of education today.

Treatment and control groups were designated as follows: Group A - treatment group student teaching for two eight week sessions on a one-to-one basis with each student teacher assigned to a supervisor and class for each

eight week period; Group B - treatment group student teaching for a single 15 week session with a teaching team and working with the same classes; Group C - treatment group student teaching for a single eight week session on a one-to-one basis with each student assigned to a supervising teacher and specified class; Group D - control group receiving regular on-campus instruction.

The treatment groups were involved in student teaching during the 1970-1971 academic year. The control group consisted of seniors who were enrolled in teacher education.

Q technique (Stephenson, 1953) was utilized as a research tool for assessment of teacher perception change in this study. A structured Q sort was developed following procedures delineated by Kerlinger (1964). Reliability studies were conducted with senior education students. Over a two year period data was gathered from more than 200 teachers in order to assess for stability and face validity of the Teacher Perception Q Sort (TPQS) (Gooding and Wilbur, 1970). Potentialities and limitations of Q technique as a measure of teacher attitudes have been previously reported by the authors (Gooding and Wilbur, 1971).

Procedures were as follows: The TPQS was administered to the three experimental groups and to the control group early in the fall term during the student teacher orientation period. Subjects were instructed to sort the cards of the TPQS according to their perceptions of their personal ideal teacher self. This procedure was followed in order to minimize the desire to "fake good." Post student teaching administration of the TPQS was given with the same instruction. Post-testing occurred during the week following

the completion of student teaching. Post measures were also taken on the control group at that time.

The data were statistically treated utilizing an analysis of variance repeated measures for unequal numbers within cells design. Computer programs for the treatment were developed by Wilbur (1972).

Results

The TPQS was used to assess teacher attitudes regarding five factors: (1) self revealing/self concealing percepts, (2) learner centered/teacher centered percepts of education, (3) broad/narrow view of the teaching role, (4) process oriented/facts oriented view of teaching and learning and (5) freeing/controlling attitude toward learner behavior.

A factorial ANOVA was performed on data gathered from the four groups. This yielded three statistical tests on each of the five factors of the TPQS: (1) for different factor loadings pre and post student teaching, (2) for differences among treatment and control groups, and (3) for significant interaction among groups pre and post student teaching.

All three F ratios for Factor 1 (revealing/concealing) were significant. Changes in attitudes were reported for the pre and post student teaching comparisons on the TPQS ($p < .005$). The direction of change on this factor indicated modification of attitudes toward becoming less self revealing for each of the treatment conditions.

Inspection of the results among treatments on Factor 1 showed that the control group and treatment B (full semester team teaching group) were significantly different in the direction of remaining more self revealing from treatment C (single eight week one-to-one supervised group) ($p < .01$).

Treatment A (two eight week sessions with one-to-one student teacher supervision) was not significantly different from any of the three other groups. The A group underwent a moderate change toward more self concealing attitudes.

The interaction on Factor 1 ($p < .05$) resulted from the differential increase in self concealing perceptions for treatment C (single eight week one-to-one supervised group) over treatment A (dual eight week one-to-one supervised group) and treatment B (full semester team teaching group). Also contributing to the interaction effect was the relative stability of the control group, which showed a tendency toward development of more self revealing attitudes.

Of the remaining factors examined with the TPQS, tests on Factors, 2, 3, and 4 were not significant, while on Factor 5 (freeing/ controlling) all three F ratios were highly significant. Data from the treatment groups showed that all three groups of student teachers indicated changes strongly in the direction of more controlling attitudes by the time of completion of their internships ($p < .0001$).

In addition treatments had significant effects. Examination of data for the various treatments revealed that groups A (two eight week sessions on a one-to-one supervised situation) and C (one eight week session in a one-to-one supervised situation) were both significantly different from the control group ($p < .01$). Each of these groups became significantly less freeing in comparison with the control group.

Interaction was significant beyond the .001 level. This is illustrated by the tendency toward more freeing attitudes in the control group in comparison with a strong movement toward more controlling attitudes for all

three of the treatment groups.

Discussion

Beyond confirming the majority of findings showing a strengthening of attitudes on discipline and teacher authority in the classroom, this research suggests that calls for reform in teacher education programs have been well founded. In fact the only treatment group studied which showed more limited movement toward self concealing, controlling attitudes was the team model. In the team teaching full semester group, student teachers were functioning as members of a small, fairly cohesive grouping of professionals.

It may be speculated that because these latter student teachers were on a team they may have felt more equal with their co-workers than did the student teachers in one-to-one student teaching situations. Furthermore, perhaps because many teams operated together for the full semester, there could have existed a more relaxed and "together" feeling on the part of the student teacher who in the other situations studied here had only an eight week student teaching experience or two eight week experiences with different supervising teachers and in many cases in different schools. At this point such ideas must remain in the realm of conjecture. Additional research beyond the scope of the present study would be required in order to permit adequate testing of hypotheses concerning why different results were obtained for the team teaching treatment.

Most importantly, the fact that the <u>only</u> group which did not develop more restrictive, controlling, and self concealing percepts was the <u>control group</u> is disconcerting to say the least. That finding causes the authors to join with MacDonald and Zaret (1971) in seriously questioning the presumed value

of student teaching as it is presently practiced in our schools. The combined weight of negative evidence is becoming too great to ignore.

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